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THE DEVELOPMENT OF A SEX EDUCATION CURRICULUM FOR A STATE RESIDENTIAL SCHOOL FOR THE DEAF.

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TO COUNTERACT THE NEGATIVE ATTITUDES AND ABNORMAL ATMOSPHERE AMONG DEAF CHILDREN IN RESIDENTIAL SCHOOLS, A SEX EDUCATION CURRICULUM WAS DEVELOPED BY A STUDY GROUP COMPOSED OF TEAHCERS OF THE DEAF, SOCIAL HYGIENE PERSONNEL, AND A SOCIOLOGIST. A CONTROL GROUP WAS OBTAINED FROM THE INDIANA SCHOOL FOR THE DEAF MATCHING FACTORS SUCH AS AGE, SEX, ACHIEVEMENT, AND IQ WITH AN EXPERIMENTAL GROUP FROM THE ILLINOIS SCHOOL FOR THE DEAF. THE K-12 SEX EDUCATION CURRICULUM WAS PRESENTED TO THE EXPERIMENTAL GROUP. FILMS AND EXISTING MATERIALS WERE ADAPTED FOR USE WITH THE DEAF WHENEVER POSSIBLE. CLASSES WERE MIXED RATHER THAN SEPARATED BY SEX. THE CLASS ON THE ELEMENTARY LEVEL (AGES 6-11) FOCUSED ON FAMILY RELATIONSHIPS AND GROWTH PATTERNS, THE ADOLESCENT CLASS (AGES 12 TO 15) DEALT WITH THE CONCEPTS OF ENTERING ADOLESCENCE AND BECOMING ADULT, AND THE HIGH SCHOOL LEVEL (AGES 16 TO 18) FOCUSED ON PREPARATION FOR AND ACCEPTANCE INTO ADULT SOCIETY. A PRETEST AND A POST-TEST WERE GIVEN. THE ADOLESCENT AND HIGH SCHOOL TEST WAS DESIGNED TO MEASURE INFORMATION AND ATTITUDES COVERED IN THE MATERIALS DEVELOPED IN THE SOCIAL AND PERSONAL HYGIENE CURRICULUM GUIDES. THE TEST FOR THE ELEMENTARY GROUPS WAS DESIGNED AS A NONVERBAL PICTORIAL TEST. THE EXPERIMENTAL GROUP OF ADOLESCENTS AND THE EXPERIMENTAL HIGH SCHOOL AGE GROUP SOCRED SIGNIFICANTLY BETTER (.01 LEVEL OF CONFIDENCE) ON THE POST-TEST THAN THE CONTROL GROUP. TESTING MATERIAL MAY HAVE CONTRIBUTED TO THE LACK OF SIGNIFICANT DIFFERENCE ON THE ELEMENTARY LEVEL. THE MATERIALS AND CURRICULUM WERE EVALUATED AND REVISED FOR GENERAL DISTRIBUTION BY A STUDY GROUP AFTER THE EXPERIMENT. THE RESULTS OF THE EXPERIMENT WERE ALSO DISSEMINATED IN A SERIES OF WORKSHOPS. SUGGESTIONS FOR AIDING OTHER SCHOOLS IN ESTABLISHING SEX EDUCATION PROGRAMS ARE PROVIDED, INCLUDING AN INSERVICE TRAINING PROGRAM FOR BOTH THE ACADEMIC AND RESIDENTIAL STAFFS AND PARTICIPATION BY THE COMMUNITY AND THE PARENTS. SAMPLE TESTS, QUESTIONNAIRES, AND RESPONSES ARE INCLUDED. (AA/JD)

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Grant No. 32-23-0000-1030

Director: Frank B. Withrow, Ph.D.
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Illinois School for the Deaf
Jacksonville, Illinois

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# INTRODUCTION

## The Problem

It is quite obvious that if traditional American sex mores are changing for the hearing person, then sex mores for the deaf youngster are also changing.

One of the most obvious factors in connection with this change is the freedom with which sex and sex consciousness is displayed in advertising, television and movies. The deaf youngster does not have the verbal taboos that usually accompany the visual presentation of this subject matter.

The hearing person sublimates his sex drive through humor, innuendo, flirting, and other means of verbal expression. When verbal inhibitors are removed in day-to-day contact with this subject, the accentuation on sexual freedom may be even more evident than that found in the general culture. As a result, the typical sex education program for the deaf (as for most handicapped children) has been primarily that of negative taboos.

Parents, school authorities, house parents, and society in general, in their anxiety and concern over the youngster, and his liklihood of being influenced by unsavory people, have tended to overreact by providing almost no positive information in this area of life. Instead, they have created an atmosphere of taboo and inhibition with respect to sexual relations between boys and girls under their care. Parents of deaf children, and school authorities responsible for housing and educating such children, have for the most part solved the problem of sex education by attempting to build walls between the boys' dormitory and the girls' dormitory. These are not literally physical walls, but walls of inhibition, fear and ignorance.

At the time we continue to build these walls between our deaf youngsters, society is moving towards the freer expression of sexual relations, both in its mores and mass media, i.e. advertising and entertainment. The deaf child is affected by these changes and finds himself in conflict with the authority figures in his life as well as his hearing contemporaries.

It is easy to understand how this attitude can be built up in residential schools. One of the great fears is that there will be pregnancies developing among the young women in residence. This is the traditional fear, not only for the deaf, but for any co-educational institution housing adolescents and young people. We create unnatural atmospheres of social behavior and social relationships among these young people because of this fear of pregnancy. This is transmitted

to even the younger children within the framework of the school. The child may develop a history of negative and inhibitory attitudes with respect to heterosexual relationships.

We, as an administrative body, tend to indirectly create an atmosphere that is abnormal...an atmosphere where affectional relationships are difficult to establish either at a heterosexual or homosexual level. In many residential schools the direction of sexual behavior frequently moves toward that of increased homosexual activity. This is almost prescribed by the attitudes of traditional administration. We have tended to isolate the sexes and throw them into homosexual activities because of our concern over the possible development of pregnancy among our young women. This isolation does lead to exploration and exploitation of individuals of the same sex.

We have discussed primarily the status of residential schools and the atmosphere that is created in these schools...whether they be residential schools for deaf children or residential schools for hearing children.

## Objectives

The objective of sex education is to develop young men and women who are capable of establishing adequate and healthy families. The development of a family constellation with the mental, physical, social and economic strength to maintain a self-sufficient unit within the framework of a free society has been the primary goal of the American society for the entire length of its history.

The purpose of this project is to help the child develop feelings of self-worth and positive self-concepts. It is only after an individual develops such positive feelings that he can and is able to enter into affectional relationships which will ultimately lead to the establishment of a family with the positive qualities of mutual self-respect.

A different affectional relationship with respect to siblings and parents may develop in the deaf child because he lives in an abnormal situation. His life is centered around a residence hall with substitute parental figures, and his association is mainly with his own peer group. However, it is possible to create an atmosphere, within the limitations of resident life, in which the child can develop positive feelings of self-worth, positive sources of identification with the proper sex, and positive relationships with the opposite sex.

It is obvious at this point that a program in sex education within a residential school encompasses more than the imparting of biological information...more than a friendly talk with the child and his parents. It involves modification of the <u>total</u> <u>environment</u>

in which the child lives. It involves a change in concept on the part of those people most responsible for the child. A good program must involve a variety of people. It must involve the resident life staff, the teaching staff, the social service staff, and the parents. Above all, it must involve support from the administration in giving guidance and direction to a positive program of social hygiene.

The first objective of this particular program was the development of a curriculum guide that would be consistent with the best concepts in the areas of social hygiene, sociology, psychology, and theology. At the same time, it was important to take into consideration those limitations imposed upon a student by his deafness. Such a curriculum had to be a comprehensive all-grade program designed to develop intrinsic moral values in the areas of sexual relationships and family life. Its major emphasis must be on the development of positive feelings of self-worth and self-concepts.

The second objective was to use the curriculum with an experimental population so that it might be evaluated, expanded and revised. Opportunities would be provided for individualized counselling services for students who appeared to be having family or personal problems. It must be our aim through the group therapy sessions to screen out problems and to refer the child to our counsellors for individual attention.

The third objective of the project was to evaluate the results of these experimental classes with respect to content of the materials, appropriateness of the illustrations and films, and the techniques used for teaching the students.

The fourth objective was to develop an in-service training program for house parents, teachers, and parents.

The fifth and final objective of the project was to make available to other residential schools the materials and results of the experimental program by having a series of workshops.

## Related Research

Traditional American sex mores are changing. This is so basic a fact that only a few comments are necessary to support this thesis. One might suggest that the sex theme has become an integral part of our literary and theatrical world. There is, within this culture, an attempt to over-emphasize sexual awareness in order to create a sex consciousness for vested commercial interests.

There is also an increase in premarital sex. A summary of a number of studies suggests that "70 per cent or more of the single male population indulges in sexual intercourse prior to marriage,"

and "evidence from the best available sources suggests that almost one-half of the American female population indulges in sexual intercourse prior to marriage."(6) These statistics are lower than they might really be for many of the surveys are of college students who have a lower percentage of premarital sex activity than other groups. Yet to understand these statistics we must also be aware of a new trend...that of sexual permissiveness with affection. The female relates sexual behavior to "going steady" and "being in love", for only about 20 per cent of the females who have had coitus before marriage have had a relationship with someone other than their future spouse.(5)

The increase in the illegitimacy rate has become alarming, even when the rates are read within the necessary cultural context. There were approximately 250,000 unwed mothers in the nation in 1965, and 75 per cent of them were teenagers.

Professional education groups have recommended that sex education be a part of the public school curriculum in every major conference in the last 20 years. The American Association of School Administrators in 1941, the National Conference on Education of Teachers in 1948, the White House Conference on Children and Youth in 1960 spoke about the obligation of providing sex education within the public school.(2)

Doctors John Rainer and Franz Kallman in a familiar book in the field of deaf education, FAMILY AND MENTAL HEALTH PROBLEMS IN A DEAF POPULATION, have stated:

> "The most fruitful approach to prevention of maladjustment (among the deaf) is to center attention on preparation for family living since it is in this context that most unhappiness and behavior disorder manifests themselves."

To press the point, they further state:

> "In all schools, especially residential ones, a thorough program of sex education given by competent persons and adjusted to the age and developmental stage of the pupils is a necessity."(9)

Our current films, literature, and television imply on a non-verbal basis (visual) a much more primitive form of behavior than in their total context of verbal-visual presentation. In other words, the visual presentation of the film, without the verbal inhibitors that go along with it, will give a distorted picture to the viewer. This presents a particularly difficult situation for the young deaf person...the visual presentation may be much more sensual than the total presentation. He may miss the subtle implications of innuendo or coquettishness. In addition, as has been pointed out by Altschuler(1),

the deaf person appears to gain most of his information with respect to sex from his peer group rather than from his parental or educational group. We would, therefore, expect less standard values to be transmitted by this group.

Caldwell[3] has indicated that with mentally retarded children the information passed down by the group and by the parents is one of taboo. It seems reasonable that residential schools for the deaf, by their nature and by the personnel involved in child care and teaching, also would impart this type of information with respect to sex education. Deaf children reared in an institution, such as a residential school, do receive most of their information with respect to moral training and sex education from the peer group...and, that intrinsic information is primarily concerned with taboos and autocratic moralization.

An interpretation of the New York Study by Altschuler's group can be that the deaf person tends to give the moralistic answers that are expected of him rather than answers that are representative of his true sexual behavior. On the other hand, his hearing counterpart is quite free in discussing intimate details of sexual behavior, as is apparent by such reports as those prepared by Kinsey[7] and the information gathered by Masters and Johnson[8] at Washington University.

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## METHOD

Five phases of activity were devised to implement the objectives of this project:

### I. A CURRICULUM WORKSHOP FOR THE DEVELOPMENT OF MATERIALS AND GUIDELINES.

The curriculum was developed through a six-weeks workshop. The workshop personnel consisted primarily of members of the Illinois School for the Deaf's academic staff; however, outside consultants in sociology and social hygiene were used as resource personnel. An artist and a photographer were also available to the workshop participants to provide them with illustrations, charts, film strips, overhead transparencies and movies.

The workshop participants were divided into three teams: Elementary, Adolescent, and High School. Overall direction and guidelines were provided by the project's co-director in the development of the materials. Films and existing materials were reviewed and, whenever possible, were adapted for use with deaf children. Daily detailed summaries of the day's work were typed and prepared for review the following day by each group. Periodically during the workshop, one group would present their ideas to another group or to the total workshop group. In such meetings, all personnel criticized or questioned each feature in the development of the curriculum.

The overall theme of the curriculum was as follows:

#### ELEMENTARY LEVEL:

This level was concerned with the relationships in the family, and with the child's growth patterns as he begins to learn to live in a small social group known as the "family." Discussion is centered around growing things, plants, animals, etc. The section ends with a story of a new baby coming into the family. The child is included in the preparations for the baby, accepts the baby, and understands that he is not supplanted in the family's affections by the new baby.

#### ADOLESCENT LEVEL:

This section was based on the concepts of the child entering into adolescence and becoming an adult. Great emphasis was placed on the physical, social, and emotional changes that take place as the child emerges into the adolescent status. Again, concern was expressed for the child's relationship to individuals in his family and how

this affects peer groups, etc. Time is also spent in discussing what it means to be deaf in a hearing family, how the deaf person enters into the general stream of life, his relationship with the hearing world, etc. This is the important age where the child needs to understand the many concepts of his interpersonal action with both members of his family and his peer group, as well as society at large.

HIGH SCHOOL LEVEL:

This level covered preparation and acceptance into the adult society...with all of the privileges and responsibilities. Discussion is made of courtship, dating, marriage, family planning, child rearing, and all aspects of establishing a family and becoming a participating member of society.

The entire program was designed to build into the child the intrinsic concepts that will enable him to establish a good moral background. We want him to understand the various relationships within the framework of his social adjustment, to identify and establish his proper sex role, and (above all) we want him to understand his self-worth as an individual and to be able to accept himself for his own value.

## II. STAFF AND PARENT STUDY GROUPS AND SEMINARS.

A series of seminars were presented to both the academic and resident life staff. These seminars were conducted by the personnel who had worked to develop the curriculum with the help of outside consultants, such as Father Trafford Maher and Miss Helen Manley. These consultants were also used for small group discussions with resident life personnel. These discussions afforded this group the opportunity to discuss in detail the specific problems they might encounter in their day-to-day work routines within the area of sex education. These meetings were held to enable the staff at the Illinois School to develop a comprehensive understanding of the objectives of the program.

The parents received a series of letters from the project's director and teachers which attempted to keep them informed of the materials covered in the experimental classes. In addition, the parents were invited to use any of the books, records, etc. on sex education in the school's library.

A Parent Teachers Association meeting was devoted to the explanation of the project. The parents were invited to discuss any part of the program with the project personnel. In some instances specific requests were made by the school staff members to the parents for discussion of problems that had arisen as a result of the sex education program.

## III. AN EXPERIMENTAL PROGRAM FOR THE USE OF THE CURRICULUM MATERIALS.

At the beginning of the 1964-65 school year three groups of 15 children were selected from the Illinois School for participation at the three levels of the curriculum. A control group was also selected from the Indiana School for the Deaf. The two groups were matched with respect to sex, age, I.Q. and achievement level. Both, the Illinois and Indiana groups, were given a pre-test with respect to sex information and attitudes about sex and family life.

The Indiana School was selected because they had no formal program in either sex education or social hygiene at the time the experimental classes were to be conducted at the Illinois School.

In the selection of the sample, no attempt was made to screen out children from disturbed or unstable families since they consitute a normal percentage of the school population. The older classes were considered as "remedial classes" since it was necessary for the teachers to develop a foundation for the materials presented in the curriculum inasmuch as previous sex education classes had not been available to them.

It was decided that the classes should be mixed groups, rather than a separation of boys and girls. Opportunities were provided for such a separation should the teacher desire it. It was felt that a positive relationship would exist only when boys and girls were presented the same material and discussed it in a face-to-face situation. The separation of the girls and the boys for individual lessons, or group sessions, sets aside this material and says to the child that there is something risque or perhaps a little bit different about it.

### Teacher-Counsellors

The teacher-counsellors for this program were a husband and wife team selected from our social services staff. The husband's training was in the area of psychology and counselling, while the wife's training was in the area of education but with some counselling experience. It was decided to provide personnel for this project with a bias toward counselling rather than a bias towards education. It was desirable that the sessions be more in the nature of group therapy sessions rather than pedagogical classes.

### Counsellors

The counselling services were used as a back-up for problems that might be brought to the surface by the group sessions. It was felt that a child could obtain the individual privacy he might need for his specific questions and/or problems through the use of this service. Social workers from the counselling services would provide this back-up and, in some instances, arrange to involve the family of the child in

order to effect a more positive solution of the problem. This service provided a balance between group and individual therapy sessions.

## Communication

The communication methods used were those most acceptable to the children. In other words, the teachers accepted any form of communication the child was capable of using. They used a combined method of instruction, with as much emphasis on oral communication as possible. The level of oral communication depended upon the individual class. The general comment was that the classes were conducted in what traditionally would be called a "combined system."

## Attendance

Although attendance was not absolutely mandatory, a great deal of difficulty was created for the child who asked to be excused from class. The child who wished to drop the class, or be excused, had to request permission of the counsellor-teachers and then discuss the matter with the project director. The project director allowed individuals to drop the class only if they would agree to individual case work with the social services personnel.

## Classes

It became obvious rather early in the group sessions that some of the children were very uncomfortable in discussing family organization and the relationship of family members. The materials being presented at the time attempted to describe a cross-section of family life. Overt feelings of hostility and rejection were expressed by some during these lessons. Several instances occurred in which children asked that they be allowed to drop the class. These children were referred to the counsellors for the privacy of individual case work and, in some instances, they were able to express their feelings regarding their families in this less threatening situation. In effect, the larger group sessions acted as a screening device for those children who were having difficulty with family relationships, personal relationships, or difficulty in establishing an understanding of their proper sex role. The individual case work system proved to be an effective means of meeting each child's needs.

Four children in the experimental group did receive intensive counselling. Two were dropped from the group sessions because it was felt by the counsellors that their relationship to self and family was being threatened by these sessions. Both children did eventually make a more effective adjustment to their families, although in the girl there remains a continuing partial lack of acceptance of reality regarding her mother's relations with a number of men.

## Class Evaluators

In addition to the teacher-counsellors, an evaluator also attended each class as a critique teacher. Class progress was discussed at the conclusion of each class. Summaries were then written by both the evaluator and teachers covering class activities, with comments as to the effectiveness of the materials and the general reaction of the students.

## Clergy Participation

Representatives from the clergy were given an opportunity to participate in the program at the classroom level. Several visits were made by representatives of different denominations, and the children asked questions about the church's interest in this area. There was a positive exchange of ideas between the clergymen and the students.

## Post-Tests

At the conclusion of the school year both the experimental group from the Illinois School and the control group from the Indiana School were given a post-test. The older children in the experimental groups at the Illinois School were also interviewed. This is discussed in more detail in the "Results" and "Discussion" sections.

## IV. EVALUATION WORKSHOP - V. DISSEMINATION WORKSHOP

The evaluation and dissemination workshops were held at the conclusion of the experimental year of teaching. They are elaborated upon in greater detail in the "Discussion" section.

## RESULTS

Both the experimental and control groups scored essentially the same on the pre-tests; thus, we can assume that the groups were picked at random from the deaf school-age population.

The adolescent and high school groups from the experimental program had significantly fewer mistakes on the post-test than the control groups. The experimental adolescent group had a mean of 15.9 fewer errors on the post-test than on the pre-test. The experimental high school group had a mean of 12.6 fewer errors on the post-test than on the pre-test. These differences were significant at the .01 level of confidence for both experimental groups. These results indicated that there was a significant increase in factual information in the area of human reproduction in the experimental group. There was little or no change in this area for the control groups.

The experimental elementary and the control elimentary groups did not show a significant change between the pre- and post-test scores. Since the pre-test scores were very high and little opportunity existed for a change in scores, this was undoubtedly due to the ease of the test materials.

It is extremely difficult to test attitudinal changes on an objective test. However, in an attempt to assess attitudinal changes as well as to check on factual information, an interview technique was used with the experimental adolescent and high school groups. The lack of an adequate development of language on the part of the elementary group did not readily lend itself to the use of an interview technique.

The interview technique with the two older groups did seem to reinforce the effective data in that the children were able to discuss what had been learned in class. They indicated that they were now more free in talking with parents, house parents, and peer groups about the problems involving sex and sex education. The interviews, while essentially subjective, did give us some insight as to attitudinal changes on the part of the experimental groups. There were some specific evidences of immaturity on the part of some of the older students with respect to their plans for marriage, employment, family life, and general educational achievement. However, it was our general impression that attitudes had been changed slightly...that children in these programs were aware of alternate choices of behavior and that, in some instances, they were accepting alternate rather than single choices with respect to inter-personal relationships, dating, courtship, marriage and family life.

The in-service training of the faculty and the house parents, and the involvement of the parents in the program, had opened new paths of communication between all aspects of school life. No subjective or

objective measurement was made of these in-service training sessions; however, it was established that certain subtle attitudes had changed on the campus. There was a tendency for freer discussion of the problems involved in sex education, as well as a better understanding by the house parents in particular of the role they play in the lives of the children.

The dissemination workshops enabled our staff to discuss the implementation of a sex education program in a school for the deaf with almost all of the residential schools for the deaf in the United States. It was possible for us to present ideas, materials and guides that would be useful in the implementation of such programs into their schools. As can be seen by the results of the questionnaire, the large percentage of this group is attempting to establish some form of sex education within their own school.

It was our general impression that the materials we had prepared could be a guideline for the widespread establishment of sex education in the residential schools for the deaf throughout the United States.

# DISCUSSION

## Analyses of Data and Findings

Three techniques were employed to assess the effectiveness of the materials and teaching methods used in this project:

1. A statistical comparison of the experimental and control groups.

2. Individual or small group interviews of older children by the social services staff.

3. An evaluation workshop.

### Statistical Procedures

The experimental and control groups were matched with the following variables controlled: Intelligence, age, achievement, and sex. This information was taken from the available school records. Both groups were selected from the following three age levels:

| | |
|---|---|
| Elementary (ages 6 to 11) | - 8 girls and 7 boys |
| Adolescent (ages 12 to 15) | - 8 girls and 7 boys |
| High School (ages 16 to 18) | - 7 girls and 8 boys |

A pre-test was given to each child in the experimental and control groups before the classes began. The adolescent and high school test (refer to Appendix A) was designed to measure information and attitudes covered in the materials developed in the social and personal hygiene curriculum guides. This test (used by both groups) was based on a number of similar tests used with normally hearing children, but was modified to meet the language limitations of deaf children. The test for the elementary groups (refer to Appendix B) was designed essentially as a non-verbal pictorial test.

The N's were reduced to 13 and 14 respectively at the adolescent and high school levels in the experimental group. A boy and girl at the adolescent level and a boy at the high school level (refer to pg. 9) asked to drop the class because they felt embarrassed by the materials being presented. There were no changes in N at the elementary level.

TABLE I ELEMENTARY (Ages 6 to 11)

Pre-Test Scores

| GROUP | MEANS | NUMBER | t |
|---|---|---|---|
| Experimental | 5.6 | 15 | |
| Control | 6.2 | 20 | .72NS |

The score is the number correct. There were no significant differences in the scores between groups; however, the means and standard deviations were large in comparison to the total items (10) and this, as will be noted, affected the results of the post-tests.

Tests used with this group were individual non-verbal picture completion tests (refer to Appendix B.)

The test for the adolescent and high school groups was an objective test consisting of five parts:

Part 1

Twenty multiple choice questions on physical, social and mental growth.

Part 2

Illustrations for labeling of the male and female reproductive systems.

Parts 3, 4, and 5

Fifteen, fifteen and ten matching items on physical, social and mental development.

There were 76 questions in the total test battery.

TABLE II ADOLESCENT (Ages 12 to 15)

Pre-Test Scores

| GROUP | MEANS | NUMBER | t |
|---|---|---|---|
| Experimental | 49.9 | 13 | |
| Control | 49.3 | 18 | NS .260 |

TABLE III HIGH SCHOOL (Ages 16 to 18)

Pre-Test Scores

| GROUP | MEANS | NUMBER | t |
|---|---|---|---|
| Experimental | 29.6 | 14 | |
| Control | 32.6 | 12 | NS .600 |

The scores used for statistical analysis were the number of errors. The matched groups (experimental vs. control) were analyzed to ascertain whether there were any significant differences on the pre-test scores. As indicated in Tables II and III, no differences were found.

## Results of Pre- and Post-Tests

The experimental and control groups were given the post-test (same as pre-test) at the end of the experimental year of teaching. The score for each individual in all groups consisted of the differences between the raw scores on the pre-test and the post-test. The changes in scores of the experimental and control groups were compared, using the differences between the uncorrelated means.

TABLE IV ELEMENTARY (Ages 6 to 11)

Differences between
Pre- and Post-Test Scores

| GROUP | MEAN CHANGE | NUMBER | t |
|---|---|---|---|
| Experimental | 2.00 | 15 | NS .806 |
| Control | 1.00 | 20 | |

No significant differences were found in the control and experimental groups between the pre- and post-tests.

The fact that no significant change was indicated is probably a result of the inadequacy of the test materials used, rather than an actual lack of improvement or change in information and attitude on the part of the experimental group. As previously indicated, the standard deviations and means were large in comparison with the total items (10) used in this test. It is particularly difficult to develop a non-verbal test on this information that is suitable for this age group.

TABLE V ADOLESCENT (Ages 12 to 15)

Differences between
Pre- and Post-Test Scores

| GROUP | MEANS | NUMBER | t |
|---|---|---|---|
| Experimental | 15.9 | 13 | 5.758 @ .01 |
| Control | 4.5 | 18 | |

TABLE VI HIGH SCHOOL (Ages 16 to 18)

Differences between
Pre- and Post-Test Scores

| GROUP | MEANS | NUMBER | t |
|---|---|---|---|
| Experimental | 12.6 | 12 | 3.06 @ 01 |
| Control | 6.0 | 14 | |

As will be noted, the experimental groups at the adolescent and high school levels made significantly fewer errors on the post-test than the control groups. This seemed to indicate that factual information at least had been transmitted to the experimental groups, and supported the theory that proper factual information can be provided in classes such as these. This did not indicate that actual changes

in attitude had been established. Changes in attitude are an extremely difficult factor to test objectively. Consequently, the foregoing scores on the test materials merely indicate an increase in factual information, rather than an intrinsic change in attitude.

## Interviewing

Individual interviews were not held with the experimental elementary age children at the conclusion of the classes because their lack of language development prevented effective use of the interview technique. However, individual interviews were scheduled for the adolescent and high school age students who had taken the course in order to obtain more feedback. The objectives of the interviewing were...

1. To determine the attitude of the students toward the class.

2. To determine the factual information obtained by the children regarding human reproduction.

3. To determine the attitudes of the students toward family life and sexual adjustment.

4. To determine whether the students were communicating with parents, house parents, siblings and peer groups about this information.

A male interviewer worked with the boys and a female interviewer worked with the girls. All of the boys were seen individually. The male interviewer found that he was able to be more structured in his approach. He systematically used a prepared questionnaire. Each boy was asked all of the questions on the questionnaire (refer to Appendix D) but not all questions were presented in exactly the same order to each student.

The female interviewer working with the girls found that in most instances it was more satisfactory to work with groups of two to three girls. She used essentially the same type of questions but in a less structured approach. She found that she was not able to be as effective in her interviews with the use of the prepared questionnaire.

Each interviewer asked additional questions when it seemed to be desirable. Although the interviewers used slightly different techniques, this was nothing more than their own individual preference. Communication with both the boys and girls was via signing, fingerspelling, talking, writing, and by drawing diagrams. Every means of communication was made available to the student during this interview. Both interviewers felt that the multiplicity of means of communication were adequate in obtaining accurate responses from the students.

There were no scientifically designed questions to elicit attitudinal changes in these interviews; however, there were some hints that attitudinal changes may have occurred. The girls interviewed indicated that they felt freer to ask questions in the area of sex than they had before. Some of the students were able to grasp ideas as to what transpired in human reproduction and knew the vocabulary that went with this process. Other students were confused with the vocabulary but were capable of illustrating their understanding through drawings and individual conversation. It was felt that most of the students had some confusion with respect to vocabulary but understood the underlying reproductive process. There was no question in the minds of either interviewer but that factual information had been absorbed. However, it should be pointed out that this is the most easily assessed part of the program.

The interviewers felt that certain materials in the curriculum should have been stressed more. The adolescent group, for example, seemed to need additional emphasis on interpreting and understanding their hearing loss. At these ages the students were interested in the physical aspects of their hearing and possible corrective measures available to improve it. It was felt that far more effort should be made to help students understand this handicap. Such an effort would help them to accept their hearing loss and its consequences on their immediate, later adolescent and adult life. This is particularly important at this stage because of the emergence and value of communication with family and peer group. The discussion of hearing loss was brought about by the lessons on genetics and heredity and was, therefore, considered as an indirect part of sex education. It was from this discussion that the interviewers felt the need for more detailed information.

Many of the students in the high school group wanted, and undoubtedly needed, more information to help them understand the complexities of heterosexual relationships presented in dating...both intensive and non-intensive relationships. Both interviewers felt that the young people were looking for more information on what transpires in intense premarital heterosexual relationships, and suggestions as to how they could cope with these feelings and experiences in their own lives.

It was also suggested that there should be more discussion of the problems that occur in early marriage, and with the birth of a child into a new family.

There were indications of a further need to discuss problems that lead to a better understanding of one's self.

Results of these interviews indicated that a majority of the students liked the classes. Almost all of the older girls indicated that they appreciated the information on the menstrual process and stated that, although they had been given some hygienic information on the subject,

they did not understand its relationship to pregnancy and childbirth. They were grateful that they had had the opportunity to obtain this knowledge at this time.

One of the boys indicated that he had felt in the past that all discussion about sex was dirty, but after finishing this course he felt that it was a proper subject for discussion and a part of everyone's life. Another male student had made plans for marriage at the end of the school year. At the time of the interview, he felt that his own past plans were unwise and that it would be worthwhile for him to continue his education and obtain employment before making such a major decision. Admittedly, these are crude indications of attitudinal changes and it is possible that some of these changes can be attributed to other sources. Nevertheless, it is felt that they in part represent the influence of the social hygiene class.

The students indicated that the flat illustrations, filmstrips and movies were quite meaningful to them. They would have preferred a more detailed usage of movies at an earlier stage in the presentation of the materials. Although they liked the books, in some instances they felt that they were too technical and too difficult for them to understand. However, they did feel that the illustrations, plus the text, gave them some feeling of the knowledge to be gained. (The constant battle in all educational areas of the deaf, of course, is to find appropriate printed material for the deaf child to use on an individual basis.)

Although the teachers had suggested that the students be cautious about discussion of this program, they did attempt to communicate with other persons about the information gained in class. The girls interviewed appeared to have talked less about the subject matters with others than the boys. The girls denied that they had talked with other students about class materials; however, many of them indicated that they had talked with house parents. They did talk freely with older sisters when they had them, but did not talk with their younger or male siblings about this area. Few had talked to any degree with their parents about what they had learned. Some had mentioned that they were in the social hygiene class, but the conversation was dropped shortly thereafter. Many felt that conversation with their parents about what they had learned would be embarrassing to the parents.

Eighteen of the 23 boys interviewed stated that they had talked with other students about what they had learned in class. In spite of the fact that the girls indicated that they had not communicated with other students, the boys indicated that they had. How extensively they had talked was not clearly determined in the structured interview. Fifty-two per cent of the boys said they did talk with their parents, although some indicated that they personally would be uncomfortable in talking with them about the subject matter. Forty-seven per cent said they had talked with their siblings about what was learned, and those who

did not talk with them said they were too young to discuss the subject. It was not known how extensively they communicated with either parents or siblings. The fact that many of the students communicate manually, while their parents and siblings are basically oral, may have limited their communication on this particular subject. It was considered important that the interview revealed that the students did communicate with other persons although it was impossible to evaluate the extensiveness of this communication.

Criticisms of the class seemed to be centered by the students in the following areas:

1. They did not like to have the class on out-of-school time.

2. Some did not like having been chosen as experimental subjects. They felt that this singled them out.

3. Some felt that the classes would have been better if conventional high school class organization had been maintained. They did not like to have classes where sophomores were mixed with juniors.

4. Both girls and boys directed criticism toward the communicating ability of the male instructor of the class.

   In analyzing this criticism of the male instructor, the interviewers concluded that most of it was in actuality directed towards the time set for the class. The children were expected to attend class during out-of-school time. This teacher had the responsibility of enforcing the time and place for the class; consequently, it was felt that this criticism of his communication ability was in actuality directed more towards his role as disciplinarian.

Other benefits, in addition to our objectives, were derived from these interviews. An additional opportunity had been provided to correct misinformation that might have been gained during the class sessions, and the student had the opportunity to ask questions and get additional information about things he had not completely absorbed in class. The interviewing technique suggested that counselling services of an individual nature should be a vital part of the total program of sex education, and should be made available to all students as an additional learning situation.

In summary, these interviews did seem to indicate that some attitudinal changes had been effected during the course of the program.

## The Evaluation Workshop

A two-week workshop was held during the summer of 1965 to facilitate the evaluation of the program and the revision of the materials. Representatives from the teaching staff, child-care staff, social service staff, project staff, and outside specialists in sociology, social hygiene, psychology and psychiatry participated in this workshop.

The project teachers presented the entire course, materials and films used in the experimental program to the workshop participants. In addition, critic teachers inter-acted with the project teachers as they presented the materials. Periodically during the day, the workshop participants had a chance to react to the presentations and to criticize and evaluate the materials as they were presented. Each phase of the entire curriculum was reviewed and evaluated in this manner, and then revised according to the workshop participants' recommendations.

The general recommendations were to:

1. Incorporate as much of the materials as possible into the daily curriculum of the school. Make this a day-to-day, matter-of-fact part of the learning process.

2. Eliminate the necessity of requesting permission of the parents for their child's participation in these classes.

3. Use the primary material in the regular primary curriculum, making each individual teacher responsible for its presentation.

4. Include a section on masturbation in the curriculum.

5. Expand and elaborate on the hearing loss and its nature and the implications for life adjustment at the adolescent level.

6. Select specific teachers from the existing staff at the adolescent level for presenting that part of the material which is particularly sensitive, and which might emotionally involve a teacher, i.e. the areas of human reproduction, beginning dating, etc.

7. Select a sensitive counsellor-teacher for the high school age student, one who is capable of handling in depth the subjects of dating, courtship, and other heterosexual and homosexual relationships.

8. Make more counselling services available, on an individual and small group basis, to the children in the school.

Specific recommendations with respect to illustrations, charts, etc. developed in the materials section of the project were made by the workshop participants, and then revised by the project staff. The workshop in general enabled the staff to revise the curriculum and publish it in its revised form.

The overall evaluation by the workshop indicated that the project had been able to develop a comprehensive curriculum guide and program for the introduction of social hygiene, or sex education, from kindergarten through the twelfth grade in a school for the deaf.

## Dissemination Workshops

Two dissemination workshops were planned for other residential schools for the deaf, and invitations were extended to all public, private and residential schools within the continental United States. The first workshop was held in November of 1965, with 27 representatives from 23 schools in attendance. In March of 1966, the second workshop was held with an additional 24 representatives from 23 more schools. A total of 46 schools were represented at the two workshops. In addition to these schools, two schools from Canada sent six representatives at their own expense.

The workshops presented...

1. The philosophical background for developing such a program in a residential school for the deaf.

2. Outlined the goals and objectives of the program.

3. Discussed the problems involved in implementing sex education programs into these schools.

Discussions were held with respect to obtaining community support and aid, development of parental attitudes, and in-service training for teaching and resident staffs. Demonstrations were held for the workshop participants, using children who had participated in the sex education program at the Illinois School. These demonstrations were at each of the three levels so that each workshop group had an opportunity to observe young children, adolescents and young adults as they participated in these classes.

Workshop participants were provided with opportunities for discussion with the teaching staff, project staff, and resident life staff. Consultants who had participated in the program and in the evaluation workshop, such as Dr. Robert Lisensky and Miss Helen Manley, were on hand to meet with these participants. In addition to Miss Manley's

participation in and during the workshops, she held dorm meetings with the resident life staff at the Illinois School for the Deaf to supplement their in-service training.

Curriculum guides were made available to the workshop participants, the contents were discussed and selected films were viewed. These participants also discussed their own programs and were able to relate their program to the program inaugurated at the Illinois School for the Deaf.

## Follow-Up of Dissemination Workshop

A follow-up questionnaire was sent in May of 1966 to each of the dissemination workshop participants. Forty-four of these individuals responded. Table VII breaks down the results of these questionnaires.

TABLE VII

Responses to Questionnaire re Workshop

| QUESTION | | FIRST WORKSHOP | SECOND WORKSHOP | TOTAL |
|---|---|---|---|---|
| 1. Have you used the materials given to you at the Workshop? | | 16 Yes<br>5 No | 18 Yes<br>5 No | 34 Yes<br>10 No |
| 2. Does your school have a sex education program? | | 9 Yes<br>12 No | 13 Yes<br>10 No | 22 Yes<br>22 No |
| 3. Did your school have a sex education program prior to your attending the Workshop? | | 9 Yes<br>12 No | 10 Yes<br>13 No | 19 Yes<br>25 No |
| 4. Did your school establish a sex education program after you attended the Workshop? | | 8 Yes<br>13 No | 8 Yes<br>15 No | 16 Yes<br>28 No |
| 5. Sex education should begin at the following levels: | PRIMARY<br>PRE-PUBERTY<br>ADOLESCENT<br>NO RESPONSE | 18<br>1<br>1<br>1 | 18<br>3<br>2 | 36<br>4<br>3 |
| 6. Opportunities for discussion at the Workshop were: | TOO SHORT<br>JUST RIGHT | 10<br>10 | 14<br>10 | 24<br>20 |
| 7. From my experience at the Workshop, demonstrations using the children were: | SIGNIFICANT<br>NOT SIGNIFICANT | 17<br>4 | 21<br>1 | 38<br>5 |
| 8. Dissemination of information on research and demonstration projects via this method is: | HIGHLY EFFECTIVE<br>NO RESPONSE | 21 | 22 | 43<br>1 |
| 9. Did attendance at this Workshop change your attitude about sex education? | | 8 Yes<br>13 No | 5 Yes<br>18 No | 13 Yes<br>31 No |
| 10. Do you feel that your attendance at this Workshop has enabled you to make any changes in your school? | | 19 Yes<br>2 No | 21 Yes<br>2 No | 40 Yes<br>4 No |

Questions 1, 2, 3, 4, and 10 basically attempt to assess the status of sex education in the participating schools, both before and after the workshops. It should be pointed out that the participants in the second workshop, held in March of 1966, did not have sufficient time to effect many changes. Questions 5, 6, 7, 8 and 9 attempted to assess the effectiveness of each workshop's presentation.

Some interesting results can be seen in the answers to questions 2, 3, and 4. Question 2 received 22 "yes" answers. This indicates that 22 schools currently have sex education programs. Question 3, which deals with programs prior to attendance at the workshop, received 19 "yes" answers. If we compare questions 2 and 3, we might conclude that there was a net gain of three schools. However, if we examine answers to question 4 (which asks if a program was established after attendance at the workshop), we find 16 "yes" answers, which would indicate a gain of 16 rather than 3...or a total program of 35 rather than 22 schools currently involved with sex education programs. One explanation of this apparent inconsistency is that from the additional notes and comments on the questionnaire, some schools answered "yes" to establishing a sex education program after attending the workshop but "no" to the question, "Does your school have a sex education program?" Their notes indicated that they were in the planning stages and expected to implement the program into their 1966-67 school year. This is much more consistent with the answers to question 1 which asks if the materials have been used. In that instant, 34 responded with yes. It was interesting to note that almost all of the schools indicated that the workshop had enabled them to make changes in their own school. Forty of the 43 replies responded with "yes" to this question.

About one-half of the participants (24) felt that the discussion periods were too short. Only 13 of the participants felt the workshop changed their own attitudes about sex education. All participants felt that this type of workshop was an effective means for disseminating information and the results of a demonstration project. Answers to question 10 further support this: The majority of the participants used attendance at the workshop to modify or establish programs in their own schools. (Note following comments received on these questionnaires.)

"If anything, you convinced me that sex-education involves the whole school and that every faculty member and officer should be aware of what is going on. It will take some administrative planning, but this will make for a larger and sounder based program. We might have chosen a haphazard course and gotten lost, if not for the road signs you put up in your pioneer study. It gave me some ammunition with which to load my gun for convincing the administration of the need and feasibility of starting such a program without too much delay. Changes can't be made until next year...or later...but it gave us some ideas our P.E. people can use now."

* * *

"My attendance enabled me to put forward some concrete proposals, based upon a highly successful existing program, and relate these proposals to specific instances of behavior among our students which underlined the need for such a program."

"Having learned a tested procedure, and having a well-planned curriculum guide, implementation should be much less difficult. The "Illinois Plan" for personal hygiene is one the entire profession has been needing and waiting for. I appreciate the fact that I was privileged to attend."

* * *

"The changes have been in the attitudes of many on our staff, who after hearing my report on the workshop and seeing the materials, now feel that there is a great need for a program such as you have. There is widespread interest on the part of the administration also, and it is my sincere hope that social and personal hygiene will be made a part of our curriculum in the near future. While I've never had any doubts as to the importance of sex education for our deaf youngsters, there was doubt as to the best approach to it. After seeing your demonstrations, examining your materials, and hearing of the success of your school's program, I am convinced that all deaf children should have the advantage of a similar curriculum."

* * *

"I feel that it has enabled me to change the attitudes of many of our staff members here regarding sex education in schools for the deaf. Our staff was very receptive to the information that I was able to bring from the workshop."

* * *

"Since we have had sex education at our school for at least six years we were ready to make an effort to improve our setup. I feel that the workshop gave me the necessary stimulation of thought and new ideas to revise our guidance systems. I feel the workshop was of great value to me, which I passed on to our school. Our guidance program for 1966-67 will be a combination of three programs: (1) Our own program, (2) Ball State, and (3) The program from the Illinois School. Our classes will be mixed (5 boys and 5 girls). Residence hall counsellors will be selected on ability to give such a program and total communication. My only regret about the workshop was that people with closed minds were in attendance."

* * *

"Many changes have been made in reorganizing our program. As: Starting the program in the elementary grades and using more visual aids in the program. This workshop served many purposes in organizing and designing such a program in our

school. The materials have been fully utilized in all respects. It is my hope that other schools for the deaf would concern themselves about such important studies as this one."

* * *

"The younger children are bringing pictures of their families and talking about them. Parents are interested too. We took field trip to farm to see baby farm animals. All children are asking more questions. They talk with me freely now, after reading and looking at the pictures. When they come to me I give them materials to look at and read...then the questions start coming. I'm sure we will be gaining much during the next year. My Supt. is interested. We have many new people coming on our staff and using the materials and ideas I brought back. I feel sure we will have a fine sex program started by September, 1966."

* * *

No negative opinions were obtained from the individuals who responded to the questionnaire. An information follow-up discussion with several participants who did not return the questionnaire revealed several points of criticism:

1. The major objection seemed to be in our presenting materials from this program in mixed groups.

2. There was some objection to the use of manual means of communication.

3. A few individuals still voiced a concern over whether this should really be a subject taught in the school.

Most of these criticisms were matters of personal or professional choice, and the use of the materials, program, etc. would be entirely dependent upon the local school's environment.

## CONCLUSIONS & IMPLICATIONS

There are widespread differences of opinion as to how sex education can best be effected. There is the attitude on the part of some groups that this is an area which should be most frequently and desirably left to the parents, and that it is the prerogative of the parents to impart this information within a moralistic background. A second attitude says that the church is the next most logical place to impart this kind of information.

We tend to agree that the parents and the church have responsibilities to provide supportive information and education in this area. However, in our society neither the parents nor the church have been effective in imparting such information. Parents seek help in devising ways for teaching concepts in this area to their deaf child.

It goes almost without saying that a positive program of sex education should be provided in a residential school for the deaf. It was obvious from the contact with the students that a sex education program was in effect...whether it was planned or not. This is consistent with all of the previous studies and information with respect to hearing and/or deaf children. It is apparent that, if an organized sex education program is not provided, children still become informed...primarily through the peer group and through misinformation rather than accurate information.

This particular investigation made obvious the fact that the deaf child (just as his hearing peer) can profit by a program of sex education. In comparing the experimental and control groups, there was no question but that there was a significant increase in factual knowledge about sex education in the experimental group at the Illinois School. The interviews by the social services staff indicated that attitudinal changes had actually taken place among the participating students. These changes consisted primarily of a realization that it is possible to discuss one's feelings in as delicate a matter of sex with another person. This does not imply that all concepts of negativism with respect to this subject were eradicated. It seemed to the interviewers that a definite attitudinal change had occurred and that the children understood that there were times and places where these things could be discussed, and that this is an area that is common to all human beings. It became possible for them to discuss with their peer group, their teachers, their houseparents, and their parents, the problems that came up in their daily life with respect to sex.

In establishing a program of sex education in a residential school for the deaf, it is essential that the teaching staff, resident life staff, parents, and the community be well indoctrinated in the objectives, goals and materials that will be discussed in the program.

The houseparents, teaching staff, administrative staff; and, of course, the children themselves, must be well informed as to what is taking place and what will be taught in the classes.

The child is a member of a family; consequently, it is important that we seek and receive cooperation from the parents and that they become a vital part of the program. The school does not wish to take over the responsibility of the parents in this area. It simply assumes the task of sharing the responsibility for sex education, and gives guidance not only to the child but to the family.

One area which this project did not take into sufficient consideration is the community and the community's attitude about such a program. It is essential that good public relations be maintained with the community and that they understand and appreciate the goals and objectives of a sex education program. This means that social agencies in the community should be notified of the program's existence and advantage taken of the knowledge they can furnish. Agencies such as the Public Health Service are acutely aware of problems in this area. They are most helpful and can complement programs that a school might establish. The local clergy are of value and can provide both support and aid in developing programs on sex education. It should be pointed out at this time that all religious groups do believe in some form of sex education for children. All of these groups should be included as participants in establishing a sex education program in a school for the deaf.

A word of caution perhaps should be included here. The school for the deaf may have a tendency to over-accept responsibility for guidance of the deaf child because of his highly complicated language problems. This should be avoided. We want to share the responsibility of sex education, but not take total responsibility for the child's development of healthy attitudes toward sexual relations in life. We want the parents and the church to be able to support us in any way they can in imparting this information. We seek their help and participation in the development of sex education programs for our deaf children.

## SUMMARY

Three experimental groups of children (ranging from primary to high school age) with matching control groups were selected for this experiment. The experimental group was chosen from the Illinois School for the Deaf; and, the control group was chosen from the Indiana School for the Deaf. These schools are comparable community-wise in that both are located in rather large industrialized States in the Mid-West. The children were matched with respect to age, sex, I.Q. and achievement levels.

The experimental groups met once a week during the 1964-65 school year to discuss family living and social expectations of behavior, dating, courtship, marriage, human reproduction, childbirth, and marital and financial adjustment in adult life. Pre-tests were given prior to the experiment; and, post-tests were given at the conclusion of the experimental classes.

No significant differences were found in the pre- and post-test scores at the primary level between the experimental and control groups. This lack of change was attributed to the simplicity of the test, the small N's, and the small number of test items.

There was a significant change beyond the .01 level of confidence between the pre- and post-test scores of the experimental adolescent and high school groups over the pre- and post-test scores of the control groups.

These results clearly imply that factual information can be given to deaf children, as well as hearing children, through such classes. Consideration must be given to the fact that there may have been changes in factual information without attitudinal changes. Since attitudinal changes must be intrinsic changes, it is difficult to test for this in an objective manner.

A series of in-service training programs were provided for the residential and academic faculties at the Illinois School for the Deaf. Guest speakers, such as Miss Helen Manley, Executive Director of the Social Health Association of Greater St. Louis, and Father Trafford Maher, Director of the Department of Education, Saint Louis University, St. Louis, Missouri, were brought into work with the residential and academic staff... both on a group and individual basis.

In addition, a number of programs were scheduled to demonstrate the objectives, goals and materials in the social hygiene program so that the teaching and residential faculties would be able to understand the implications of such a program. At the conclusion of the experimental classes, both groups aided in evaluating the materials. This was a

highly significant aspect of the project in that it tended to involve the total staff of the school, and to open up new avenues of communication.

Two dissemination workshops were held. These were three-day workshops designed to discuss the objectives, philosophy, and overall plan of a sex education program for deaf children in a residential school for the deaf. The majority of residential schools in the United States were afforded an opportunity to send a representative to these workshops. Demonstrations of class activities were presented, along with an opportunity for discussion and suggestions as to how these programs might be implemented into other schools.

A follow-up questionnaire was sent to all workshop participants. These replies revealed that approximately half of those schools who participated in the workshops will implement some form of sex education into their program during the 1966-67 school year. A large percentage of the participating schools indicated that sex education programs were at least in the planning stages.

The curriculum guides and materials were made available to all participating schools. These materials should form a guideline for a positive program for sex education within residential schools for the deaf in the United States of America.

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## SOCIAL & PERSONAL HYGIENE

(PART 1)

NAME:_____ SCHOOL:_____

DATE:_____ AGE:____ GROUP:_____ SCORE:_____

INSTRUCTIONS: Place an X in the blank opposite the statement which completes the question or which answers it most correctly.

1. At six years most boys are
   - __ taller than girls.
   - __ about the same size as girls.
   - __ smarter than girls.
   - __ more mature than girls.

2. A family is
   - __ brother and sister.
   - __ uncles, aunts, cousins.
   - __ mother, father and children.
   - __ peer group.

3. We need parents to
   - __ ask for advice.
   - __ buy our clothes.
   - __ help us with homework.
   - __ give love and help.

4. The pituitary gland
   - __ digests our food.
   - __ makes the heart beat faster.
   - __ makes the body grow.
   - __ makes egg cells.

5. Where are egg cells made?
   - __ in the tubes.
   - __ in the uterus.
   - __ in the ovaries.
   - __ in the vagina.

6. How big is an egg cell?
   - __ like a pear.
   - __ like a pin point.
   - __ like a penny.
   - __ like a hen's egg.

7. A "peer group" is
   - __ persons of the same age.
   - __ my teacher.
   - __ my family.
   - __ relatives.

8. Dating is good because
   - __ it helps you learn about others.
   - __ it is something to do.
   - __ you are looked up to by others.
   - __ someone else pays.

9. When does a boy's body begin to make sperm cells?
   - __ when he starts to school.
   - __ when he is 21.
   - __ at adolescence.
   - __ when he is 40.

10. A girl's menstrual period comes

___ about once a month.
___ once a year.
___ every day.
___ about twice a week.
___

11. What happens when a sperm cell enters an egg cell?

___ adolescence begins.
___ menstruation begins.
___ the egg dies.
___ a baby begins.
___

12. To develop a sense of moral responsibility is to

___ make your own rules.
___ know right from wrong.
___ have private property
___ do what you want.
___

13. How long does a baby grow before birth?

___ three months.
___ a year.
___ nine months.
___ seven months.
___

14. Where does a baby grow inside the mother?

___ the uterus.
___ the vagina.
___ the stomach.
___ the ovaries.
___

15. Where are sperm cells made?

___ penis.
___ tubes
___ testes
___ blood.
___

16. Which sentence tells best about boys and girls about 13 years old?

___ They are the same size.
___ They are gorwn up.
___ The boys are taller and heavier.
___ They show many differences in growth.
___

17. A mature person

___ makes few friends.
___ knows the rules and obeys them.
___ cannot be alone.
___ laughs at anything.
___

18. Where does the baby come out of the mother's body?

___ through the ovaries.
___ through the navel.
___ through the vagina.
___ through the tubes.

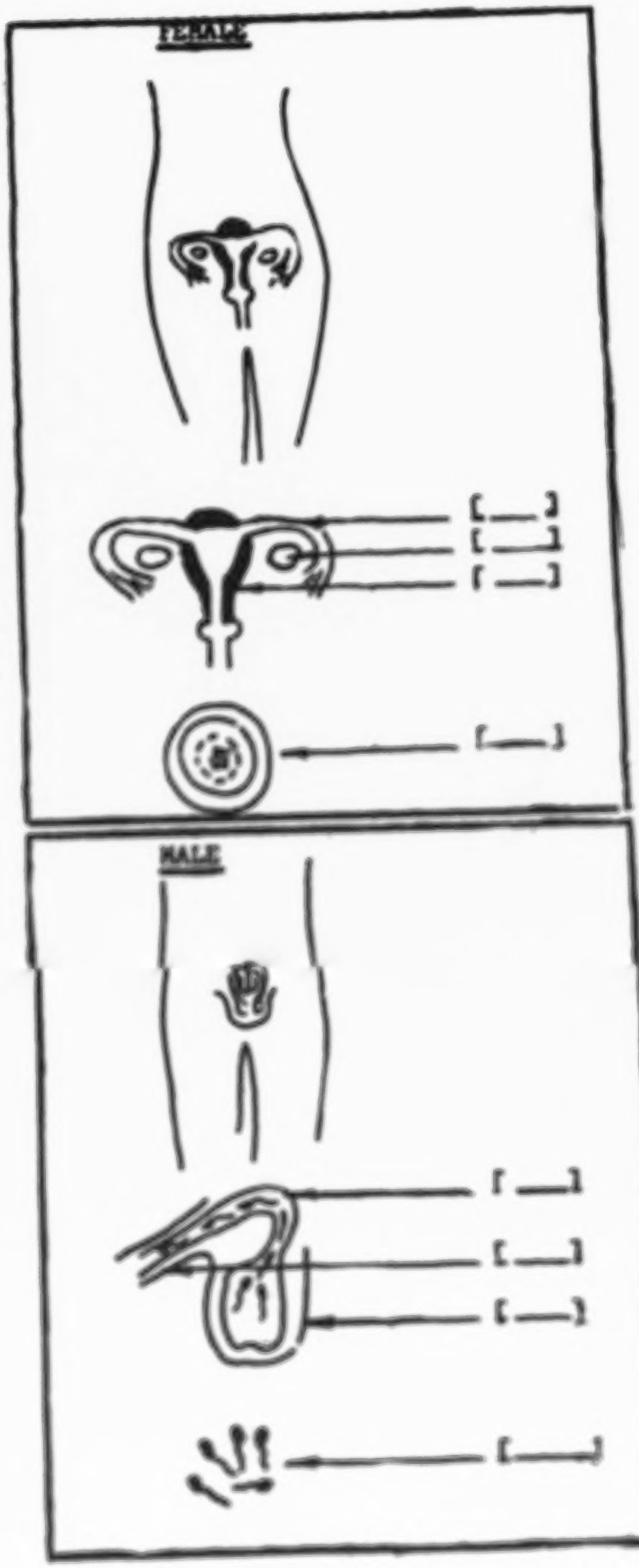
19. Whether we are a boy or girl is determined by the genes in the

___ sperm.
___ ovaries.
___ weather.
___ pituitary.

20. To "grow-up" means

___ to get taller.
___ to be free.
___ to accept responsibility
___ to have no problem.

(PART 2)




INSTRUCTIONS: Choose the correct number and fill in the blank space.

FEMALE

1. Tubes
2. Testes
3. Egg cell (ovum)
4. Ovaries
5. Penis
6. Uterus
7. Vagina
8. Hormone

MALE

1. Tube
2. Ovary
3. Sperm Cell
4. Female
5. Testes
6. Cord
7. Penis
8. Pituitary

# VOCABULARY
## (PART 3)

INSTRUCTIONS: Write the number of the word in the blank space that tells the meaning of the word. Answer all. If you guess, put an X by that number.

___ joins the baby to the mother for food and air.

___ a tiny cell in the boy's testes.

___ blood leaving the uterus.

___ ovaries, tube, uterus, vagina.

___ a person.

___ two glands in a girl's body.

___ pituitary, thyroid, testes, ovaries.

___ the place where a baby starts to grow.

___ being born.

___ a boy's sex part that sends sperm out.

___ two glands in a boy's body.

___ an egg cell.

___ "belly button."

___ testes, penis, tube.

___ what makes your hair color, eye color, etc.

1. glands
2. human
3. birth
4. ovaries
5. testes
6. sperm
7. ovum
8. menstruation
9. uterus
10. penis
11. navel
12. female reproductive organs
13. male reproductive organs
14. heredity
15. cord
16. hormone
17. masculine

## VOCABULARY

<u>If you guess, put an X by that number.</u>

___ dating only one person.

___ a grown-up person.

___ duty.

___ what other people think of us.

___ being grown-up in mind and body.

___ a boy or girl 12 to 16 years old.

___ people who live near us.

___ the way we do things.

___ uncles, aunts, cousins, grandparents.

___ a boy asks a girl to go somewhere with him.

___ friends and companions our own age.

___ making up your mind or choosing.

___ the way we look.

___ the "boss".

___ time to get home.

1. adolescent
2. responsibility
3. relatives
4. peers
5. neighbors
6. adult
7. reputation
8. manners
9. going steady
10. curfew
11. corsage
12. date
13. appearance
14. maturity
15. decision
16. authority

## VOCABULARY

If you guess, put an X by that number.

___ feelings: Angry, cross, sad, glad, etc.

___ knowing the right thing to do.

___ to be on your own.

___ help and advice from someone else.

___ money your parents give you.

___ to behave without someone watching you all the time.

___ things that are hard to solve.

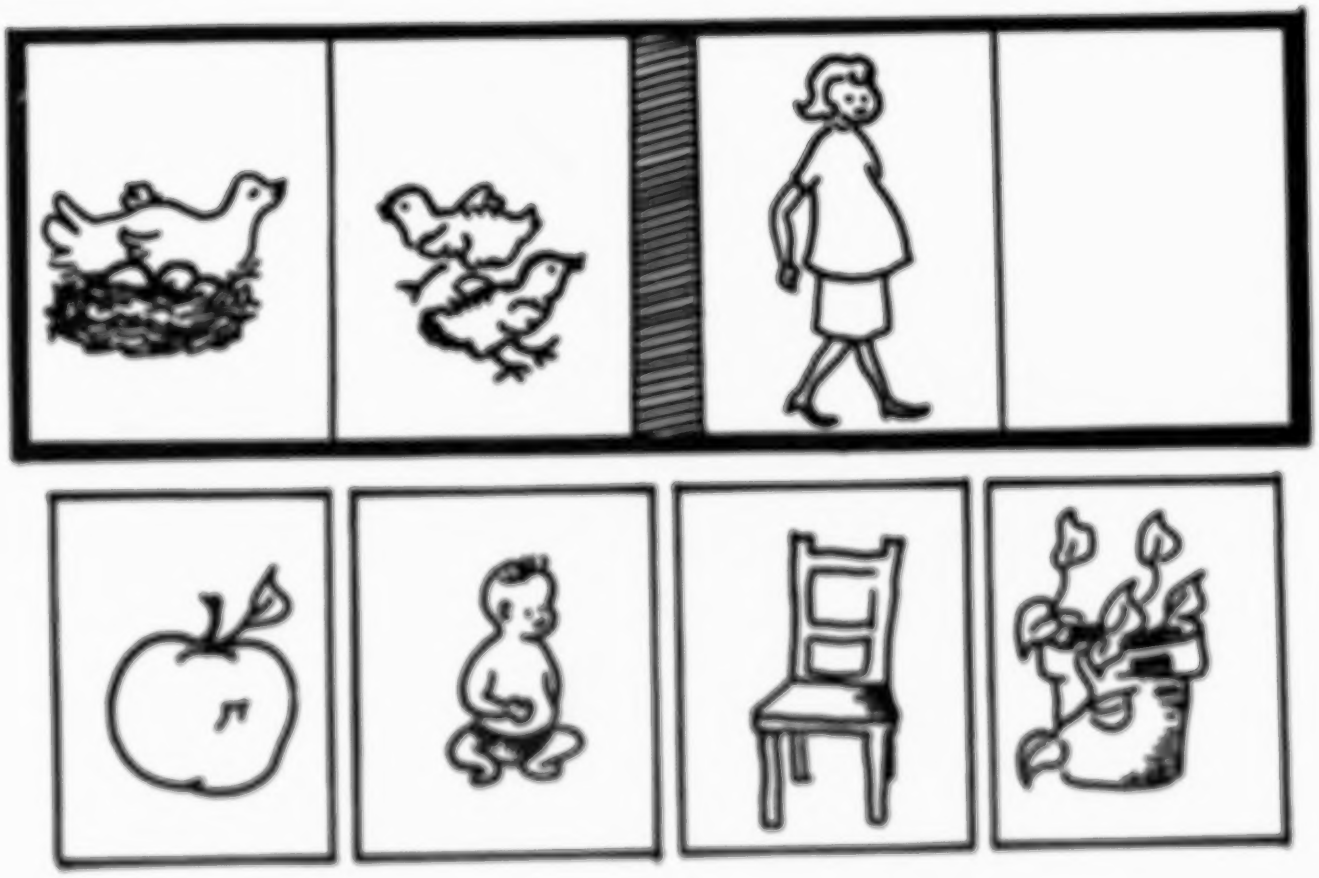
___ something finished and done well.

___ what a person is: His manners, appearance, habits, etc.

___ protect us and keep order.

1. independent
2. rules
3. achievement
4. personality
5. allowance
6. problems
7. behavior
8. emotions
9. moral responsibilities
10. guidance
11. self discipline
12. habits

PRIMARY TEST
(Sample)



The child was instructed to place one of the response cards into the appropriate sequence.

Example: The hen sitting on the eggs. The sequence would be baby chicks.

The pregnant woman is shown. The sequence would be the baby.

(There were ten such items on this non-verbal test.)

TEACHER'S LESSON EVALUATION
High School Class - February 11, 1965

LESSON PLAN:

During our discussions of love in the past few weeks, questions have been raised regarding necking, petting, and the like. We have decided to go into dating which should eventually lead to problems of necking. We will discuss dating and why we date. The following questions will be explored:

1. What is the difference between dating and going steady?

2. What are the differences in the dating habits at the Illinois School as opposed to the outside world?

   Possible Suggestions: No formal dating stage, but rather a start at the steady stage. No pressure to be polite to to make a good impression on date. More informality and limited formal dating opportunities.

3. What are the pros and cons of these differences?

4. There is a lack of privacy in the residential environment. One's life is everybody's business. Why?

5. Do we need privacy? Why?

6. What can we do about it?

7. How can we make the Illinois School a better place for boys and girls?

PRESENTATION & EVALUATION:

Four boys and one girl were late in arriving. Two students (one boy and one girl) were out ill.

We discussed tardiness, explaining that it was unfair to the others, and indicated a lack of respect. They said they had had to change their sheets. A brief discussion pointed out that the beds could be made after supper, and that it only takes a couple of minutes to change sheets.

The difference between going steady and dating was brought up. Most of the class volunteered their ideas. Some felt that going steady meant preparation for marriage. We asked what "engagement" meant? There

were wide ranges of definitions, some of which were very inaccurate. We explained in general what the differences were. Dr. Withrow felt that the definitions could have been made more clear-cut by asking for the probability of marriage in each category. We liked his suggestion. In general, we were wary of making clear-cut definitions and closures because of the tendency of deaf boys and girls not to allow for overlapping of categories, and to want to end with a definite point or idea.

One boy added "partner" to the dating list. He explained that this meant that a boy and girl who loved each other and went together, but who still dated other people. He felt that this did not fit either the dating or going steady category.

Most of the class participated in the discussion. There appeared to be two types of attitude: Positive and negative, with each group consisting of three boys. The rest of the class showed interest in both groups. The negative group raised questions about sleeping with different women and common-law marriages, whereas the positive group were against such ideas and were interested in the dating patterns and relationships with others. One boy said his father had a woman but they were not married. He was asked how he felt about this woman. Another boy said quite strongly that such a woman was a whore. They discussed this briefly.

One girl asked about dating and free love in Sweden. With Dr. Withrow's help, we explained the customs in Sweden; however, I think we failed to capture the true feelings of the group in this area. We were more concerned with protecting our code and with morality. The feeling here was "why can't we go ahead and have intercourse when we want without worrying about others' judgment?" or, "I wish people were more free in their attitudes like they are in Sweden." No doubt we will have another opportunity, and perhaps we should ask, "why not?"

This was one of the better sessions, and I think the group is beginning to function better and take the class more seriously.

## EVALUATOR'S COMMENTS
(Same Class)

The discussions in this group centered around the differences between dating, going steady, and engagement. The teachers were able to bring about group participation in the differentiation between these three aspects of girl-boy relationships. The students essentially said that "dating" was going out with different boys/girls; "going steady" was planning to be married, and "engagement" was a little bit more detailed planning for marriage. The group pretty well defined these three aspects of relationships. They were not too sure how "engagement" differed from "going steady." There were some concepts that "engagement" meant that you <u>had</u> to get married.

one boy and two girls had their own private discussion. They are rather sophisticated, and indicated that they were not too interested in the general discussion. Towards the end, the boy asked "whether people should sleep together before they get married." He volunteered that his father sleeps with a number of women. One of the girls entered the conversation saying that "in Sweden there was free love. Why should't a boy and girl, if they wanted to, sleep together before marriage." She felt that this was strictly a personal matter. The group discussed the differences between dating and courtship in the Swedish community and in their own communities, pointing out some of the differences.

The teachers closed the discussion with a review, and reminded the class that the things we discussed should not be discussed out in the general public...there was a time and place to talk about these things. If they were concerned about such things, they should ask their teacher or some of the people involved in the project. One does not initiate this kind of discussion in study hall.

This was a very good lession. I would have liked a stronger summing up of the points suggested. The question might have been asked to differentiate between "dating," "going steady," and "engagement"... and then have them answer the question

> Are the goy and girl going to get married just because they go out on dates?
>
> Are they going to get married because they are going steady?
>
> Are they going to get married because they are engaged?

This would have given them a measure or the probability of getting married, pointing out that in our culture "going steady" does not necessarily mean that individuals are going to get married. In fact, the probability of getting married is not too great when "going steady." Even in engagement, there is a "breaking of engagement." From this type of discussion, the teacher could have delved into the commitments of each individual and some of the deep involvements...especially the involvements that end up in extensive sex play and eventual intercourse. This could have been tied in very nicely to the questions about Swedish customs. This appeared to be a real concern on the part of these young people, and subsequent lessons should go into more detail about these intense relationships.

## INTERVIEW QUESTION FORM

1. Did you like the Social Hygiene class, Mr. and Mrs. Brick's class?
2. If they liked the course, they were asked why. If they did not like the course, they were asked why.
3. Did you feel that you learned something in the Bricks' class?
4. Did you talk with other boys and girls about what you learned in this class?
5. Did you talk with your mother or father about what you learned in this class?
6. Did you talk with your sisters or brothers about what you learned in this class?
7. Do you think other boys and girls should have a class like the one you went to...the Bricks' class?
8. If you have a chance to have another class like this in the future, would you want it?
9. Did you think Mr. and Mrs. Brick were good teachers for this class?
10. If "yes" to question 9, why? If "no" to question 9, why?
11. Were there some things that you wanted to talk about in this class that Mr. and Mrs. Brick did not talk about. If so, what?
12. Why do you think they had this class?
13. Did you feel you wanted to be in this class, or did you feel you had to be in this class even if you did not want to be?
14. When you have children, do you think they should have a class like your class.
15. If the class you had could be changed, how would you change it?

## INTERVIEW REPORT

Re: Male A - Young Adult Group.

1. He liked some of this class, but not all of it.

2. He said that he liked some of it because he felt the things that were discussed were important. He disliked the other parts because he already knew something about them. One of the areas he suggested that he already knew about was love. He said when these areas were discussed, he was disinterested and bored, but he was interested when they presented new things.

3. He said he did learn some things, particularly about birth and diseases. The diseases he was referring particularly to were venereal diseases.

4. He did talk with boys and girls about what he learned in the group, but he did not talk to boys and girls who were not in the group.

5. He did talk with his mother about what he learned in the group, but never with his father. He talked with his mother about marriage and diseases and how to handle money. He said that when he talked to his father he talks about work and jobs. He also indicated that his father wasn't home very much, so he didn't have much time to talk with him.

6. He does not have brothers and sisters to talk with about the information he obtained in class.

7. He said that he felt it should be up to the boys and girls to decide if they want a class like this. He said he thought perhaps it would be helpful to them.

8. He indicated that he was not sure if he wanted another class like this, but he did indicate there were more things he could learn about sex, marriage and raising children.

9. He thought the Bricks were average teachers. He said he thought Mrs. Brick was best because she explained more. Her explanations were clearer and she was better at the signs.

10. I didn't get a direct answer to this question although from his previous conversation and the conversation during the rest of the interview, it would seem that he felt they were good because he learned some new things; but, they weren't exceptional because there was a lot of old material that was discussed and it may be that he did have some difficulty in understanding Mr. Brick.

11. He did feel that there were some things that he wanted to talk about with Mr. Brick that they did not discuss or they did not discuss it as much in detail as he would have liked. He said that he would have liked to have had more information and discussion about venereal disease. He also indicated that he would like to have had some discussion about how women feel giving birth to children.

12. He said that he felt that they had this class to help the boys and girls learn. I asked him why he thought they wanted the students to learn about sex, marriage and families. He said that he felt it was important to learn about these things now, to plan for the future; and, if they didn't learn them now, that it might be too late by the time they do find out about them. This was the particular reason why he thought they had this class now.

13. He said that it didn't make any particular difference if he had to come to this class or not. After I talked with him, I was not sure whether he would have come if it had been voluntary or not. I think he wanted some of the information that the class offered, but I don't think he particularly liked to be told to do certain things and, in many ways, liked to think of himself as an adult who did not need this kind of class. On the other hand, he does seem to have some awareness of things that he doesn't know even after having a year of the class In summary, it seems that what I am saying here is that this student sensed a need for this information and he wanted to get it, but I am not sure if he would have come to a group that offered it had it not been compulsory. Once he got going in the group, it didn't make any difference whether it was compulsory or not...he wanted to continue.

14. He said that he did not want to have his children have this type of class when they are little, but when they grow up they should have a class like this. He thinks a student should be at least a teenager before he gets a class like this. He felt the students should also be mature, and if they are mature, then they would not have to be teenagers to get this information. The question was not to understand, but to be mature enough to use this information accurately or adequately.

15. This student said that he felt that there was nothing wrong with this class that really needed to be changed at this point.

MISCELLANEOUS INFORMATION:

This student has a good understanding and explanation of the process of fertilization and of the baby inside of the mother and the baby's birth. He also seemed to know the names of the various parts of the male and female sex organs. He also seemed to have quite a good understanding of the problems that people face before they enter marriage and he commented that he felt that people should not be too young before they got married.

Actually, I felt that this student had more understanding of the information given to him in class than most of the students I interviewed. He seemed to pick up and learn from the things he had been taught, particularly the things he found interesting. I think he will make a sincere effort to apply some of the knowledge that he has obtained. I didn't feel that he accepted everything that was said as gospel truth, nor did he reject it. He seemed to carefully consider the information that was presented to him, and then make a decision as to what he could use and what he could not use. This frankly surprised me as I had gotten the impression from other people on campus that this was quite an impulsive hellion who didn't care anything about anybody, or much about himself, from their report.

INTERVIEW REPORT

Re: Female A - Adolescent Group.

1. I didn't like to go to class. It bothered homework time. I had to hurry and go, and I got tired of going.

2. I didn't understand everything. They talked too fast and used big words.

3. The boys laughted if I asked questions, so I didn't talk. I don't understand signs, but I signed in class. Sometimes I talked without voice. The class couldn't understand if I didn't sign. Mr. and Mrs. Bricks' signs were different...I couldn't understand. They used big words and I didn't know what they meant.

4. I didn't talk to my mother and father about the class. Don't know why...just didn't want to.

5. I wished the boys would get out. There were two boys that talked about us, and I didn't like it. The girls wanted to know because they will have babies some day. Boys are silly.

6. The class is important. Everybody should know. I don't want to go next year. I'm tired of going.

INTERVIEWER'S NOTE:

This girl is a sweet, serious child...sincere, I think, in her complaint about the class meeting in the evening. She has a baby sister about two years old, and she was in on the family anticipation and plans for the new baby from the time the other children in the family were told. She seems to know a great deal about pregnancy...time, care, etc., and knew how a baby is born. She wants to know how a "baby starts."
"I know, sperm and egg," she says, "but, how?"

She is bright, quick to learn, and communicates best orally. Sir s and fingerspelling are not her media.

FIRST SOCIAL & PERSONAL HYGIENE DISSEMINATION WORKSHOP
November 11, 12, and 13, 1965
(Participating Schools)

Alabama State School for the Deaf, Talladega, Alabama
Mr. Harliteen Stamps, Dean of Students

American School for the Deaf, West Hartford, Connecticut
Mr. Gary Curtis, Assistant Superintendent

Arizona State School for the Deaf, Tuscon, Arizona
Mrs. Margaret P. Gillespie, Teacher

Beverly School for the Deaf, Beverly, Massachusetts
Dr. Richard E. Thompson, Clinical Psychologist

California School for the Deaf, Riverside, California
Mrs. Wilda Diller, Supervising Counsellor

Clarke School for the Deaf, Northampton, Massachusetts
Mrs. Anne Miller, Assistant Guidance Counsellor

Crotched Mountain School for the Deaf, Greenfield, New Hampshire
Robert E. Kennedy, Principal

Florida School for the Deaf, St. Augustine, Florida
Mr. Paul C. Bird, Principal

Gallaudet College, Washington, D.C.
Dr. Elizabeth Benson, Dean of Women

Indiana School for the Deaf, Indianapolis, Indiana
Mrs. Jean Maddy, Physical Education Teacher
Miss Susan Christian, Supervising Teacher

Kansas School for the Deaf, Olathe, Kansas
Mrs. Mary B. Coll, Girls' Physical Education Director

Lexington School for the Deaf, New York, New York
Dr. Paul Rotter, Assistant to Superintendent

Michigan School for the Deaf, Flint, Michigan
Mr. Robert L. Mallard, Dean of Students

Nebraska School for the Deaf, Omaha, Nebraska
Ms. Mabel Kuster, Dean of Students

New York School for the Deaf, White Plains, New York
Mr. Roy M. Stelle, Superintendent
Mrs. Mary Minor, Psychologist

New York State School for the Deaf, Rome, New York
Mr. Arthur Montoya, Guidance Counsellor

North Carolina School for the Deaf, Morganton, North Carolina
Mr. William A. Greene, Dean of Students

Oklahoma School for the Deaf, Sulphur, Oklahoma
Mr. Beale G. McCarty
Ms. Mildred Kirkpatrick

Oregon State School for the Deaf, Salem Oregon
Mr. Bill Peck, Assistant Superintendent

Pennsylvania School for the Deaf, Philadelphia, Pennsylvania
Mr. Harry Murphy

Rochester School for the Deaf, Rochester, New York
Mr. Leonard Zwick, Guidance Counsellor

State School for Deaf Negroes, Baton Rouge, Louisiana
Mr. Nathan Smith, Boys' Supervisor

Tennessee School for the Deaf, Knoxville, Tennessee
Mrs. Pauline V. Graham, Administrative Assistant
Mr. Warren A. Flower, Supervising Principal

SECOND SOCIAL & PERSONAL HYGIENE DISSEMINATION WORKSHOP
March 24 & 25, 1966

(Participating Schools)

Austine School, Brattleboro, Vermont
mr. Robert Brenton, Teacher

Boston School for the Deaf, Randolph, Massachusetts
Mr. John P. Carroll

California School for the Deaf, Berkeley, California
Mr. Myron A. Leenhouts, Asst. Supt.

Colorado School for the Deaf & Blind, Colorado Springs, Colorado
Mr. John Buchman, Dean of Students

Gallaudet College, Kendall School, Washington, D.C.
Ms. Ruby Frye, Instructor

Governor Baxter State School for the Deaf, Portland, Maine
Mrs. Ruth Champney, Dean of Girls

Governor Morehead State School for Blind & Deaf, Raleigh, North Carolina
Mr. M.H. Crockett, Principal

Idaho School for the Deaf and Blind, Gooding, Idaho
Mr. Edward S. Reay, Superintendent

Iowa School for the Deaf, Council Bluffs, Iowa
Dr. C. Joseph Giangreco, Superintendent
Mr. Bruce Hicks

Louisiana School for the Deaf, Baton Rouge, Louisiana
Mr. John Shipman

Marie H. Katzenbach School for the Deaf, West Trenton, New Jersey
Mrs. Edith Travers

Maryland School for the Deaf, Frederick, Maryland
Ms. Margaret S. Kent, Principal

Minnesota School for the Deaf, Faribault, Minnesota
Mr. Albert C. Esterline, Principal

Montana School for the Deaf and Blind, Great Falls, Montana
Mrs. Florence McCollom, Teacher

North Dakota School for the Deaf, Devil's Lake, North Dakota
Mr. Allen J. Hayek, Principal

Ohio School for the Deaf, Columbus, Ohio
Mr. Merlen Gruenhagen, Assistant Superintendent

Pennsylvania State Oral School for the Deaf, Scranton, Pennsylvania
Mrs. Ann Guida, Guidance Teacher

St. Mary's School for the Deaf, Buffalo, New York
Mr. John Ryback, Assistant to Principal

Utah School for the Deaf and Blind, Ogden, Utah
Mr. Tony Christopulos, Principal

Virginia School for the Deaf and Blind, Staunton, Virginia
Mr. Fred P. Yates, Dean of Students

West Virginia School for the Deaf and Blind, Romney, West Virginia
Mr. Eldon E. Shipman, Principal

Wisconsin School for the Deaf, Delavan, Wisconsin
Mr. Robert Wescott, Dormitory Coordinator

Wyoming School for the Deaf, Casper, Wyoming
Mr. Roderick Laird, Teacher

CANADA:

Ontario School for the Deaf, Belleville, Ontario
Mr. G.R. Locklin, Asst. Supt. and two representatives

Ontario School for the Deaf, Milton, Ontario
Mr. Peter Freemantle and two representatives

## GENERAL AGENDA - FOR DISSEMINATION WORKSHOPS

**Evening of Arrival** — 8:00 P.M. - OPEN HOUSE - Home of Dr. Kenneth R. Mangan, Supt. Illinois School for the Deaf

**First Day**

9:00 - 9:30 A.M. - REGISTRATION (and Coffee) in Research Department for all Workshop Participants

9:30 -10:30 A.M. - OPEN HOUSE IN THE FOLLOWING ISD UNITS:

Unit 1 - Oral Elementary
Unit 2 - Acoustic Elementary
Unit 3 - Manual Elementary
Unit 5 - Special Elementary
High School Program
Industrial Arts Program
Research & Clinical Services

10:30 -10:50 A.M. - INDUSTRIAL ARTS BUILDING: "Introduction" by Mr. Cyril Winking, Director, Dept. of Children and Family Services, State of Illinois

10:50 -11:10 A.M. - "Welcome to ISD" by Dr. Mangan

11:10 -11:25 A.M. - Coffee-break

11:25 -11:45 A.M. - "Introduction of Participants" by Larry Huot, ISD Dean of Students.

11:45 -12:45 P.M. - "Philosophical Background for the Development of the Social Hygiene Program"...Dr. Frank B. Withrow, Dr. Robert Lisensky, Mr. Lawrence Huot, and Mr. Lawrence Brick

12:45 P.M. - (Break for Lunch)

1:00 - 2:00 P.M. - LUNCH! - New Dietary Bldg. on Campus.

2:00 - 2:30 P.M. - "Demonstration of a Beginning Class" by Mrs. Jean Imboden and Mr. William Shouse

2:30 - 3:00 P.M. - "Demonstration with Pre-Adolescent Age Children" by Mrs. Allois Wahl.

| | | | |
|---|---|---|---|
| First Day (Cont'd) | 3:00 - 3:30 P.M. | - | "Demonstration with Adolescent Children" by Mrs. Lorraine Kline. |
| | 3:30 - 3:45 P.M. | - | Coffee-break |
| | 3:45 - 4:30 P.M. | - | "Demonstration of a High School Class" by Mr. Lawrence Brick |
| | 4:30 P.M. | - | Adjournment |
| | *6:00 P.M. | - | Bus departs from Holiday Inn for |
| | 6:30 - 7:30 P.M. | - | Virginia Country Club, Virginia, Ill (Cocktail hour) |
| | 7:30 P.M. | - | Dinner. |
| | | | After-dinner Speaker: Dr. Robert Lisensky Academic Dean, Albion College, Albion, Michigan. |
| Second Day | 9:00 - 10:30 A.M. | - | Review Films: Boy to Man, Human Growth, and A Quarter Million Teen-Agers, and materials developed in project. |
| | 10:30 - 11:00 A.M. | - | Coffee-break |
| | 11:00 - 12:30 P.M. | - | Questions and Discussions |
| | *12:30 - 1:45 P.M. | - | Lunch - Howard Johnson's Restaurant |
| | 1:45 - 3:15 P.M. | - | "Results of the Evaluation Workshop" by Dr. Robert Lisensky and Ms. Helen Manley, Exec. Director, Social Health Assn of Greater St. Louis, St. Louis, Mo., and... |
| | | | Workshop Participants: Mrs. Lorraine Kline, Mr. Robert Newpo Mrs. Mittie Marshall, and Mrs. Norma Armstrong. |
| | 3:15 P.M. | - | Adjournment (Closing remarks by Dr. Manga |

*NOTE: Daily bus transportation will be provided between the Holiday Inn and the ISD Campus. Bus transportation will also be provided for those activities marked with an asterisk (*)

April 26, 1966

Re: Social & Personal Hygiene - Dissemination Workshops - Held at the Illinois School for the Deaf - 1965 and 1966.

Dear Participant:

In order for us to assess the value of the Social Hygiene Workshops held in November of 1965 and March of 1966, we would appreciate your answering the following questions and returning this form to us in the enclosed envelope on or before May 10th, 1966.

| | YES | NO |
|---|---|---|
| 1. Have you used the materials given to you at the Workshop? | ☐ | ☐ |
| 2. Does your school have a sex education program? | ☐ | ☐ |
| 3. Did your school have a sex education program prior to your attending the Workshop? | ☐ | ☐ |
| 4. Did your school establish a sex education program after you attended the Workshop? | ☐ | ☐ |

5. Sex education should begin at the ☐ primary, ☐ pre-puberty, or ☐ adolescent level.

6. Opportunities for discussion at the Workshop were ☐ too short, ☐ too long, ☐ just right.

7. From my experience at the Workshop, demonstrations using the children were: ☐ significant ☐ not significant.

8. Dissemination of information on research and demonstration projects via this method is ☐ highly effective in getting the information to school personnel, ☐ a waste of the taxpayers' money, ☐ about the same as reading about it in the professional journals.

9. Did your attendance at this Workshop change your attitude about sex education? ☐ Yes ☐ No

   If so, how?_____

   _____.

10. Do you feel that your attendance at this Workshop has enabled you to make any changes in your school? ☐ Yes ☐ No

    If so, how?_____

    _____.

ADDITIONAL COMMENTS:

_____

_____

_____

_____

_____.

YOUR SIGNATURE: _____

SCHOOL: _____